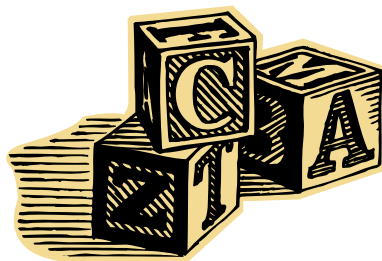


South Dakota
English **L**anguage **P**roficiency
Standards
for
English Language Learners

K-12



With links to South Dakota Academic
Content Standards for Reading,
Communication Arts, Math, and Science

Revised Spring, 2007
Board of Education Approved - July 2007

Table of Contents

Acknowledgements	3
Introduction	5
Defining English Language Learners	6
General Descriptions of the ELL Levels	7
Development: Rationale and Process	8
Organization of the Standards	9
Overview of SD ELP Goals	10
ELP Standards Coding System	10
ELP Standards - Indicators	11
 Kindergarten	
Listening	12
Speaking	16
Reading	19
Writing	24
 1-2 Grade Span	
Listening	27
Speaking	31
Reading	35
Writing	42
 3-5 Grade Span	
Listening	45
Speaking	49
Reading	55
Writing	61
 6-8 Grade Span	
Listening	67
Speaking	70
Reading	75
Writing	81
 9-12 Grade Span	
Listening	84
Speaking	91
Reading	95
Writing	102

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South Dakota ELP Standards Revision Committee Members

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ENGLISH LANGUAGE LEARNER PROFICIENCY STANDARDS FOR ENGLISH LANGUAGE LEARNERS K-12

The English Language Proficiency Standards highlight the English language development goals for English Language Learners (ELLs) as they move through levels of English proficiency in listening, speaking, reading, and writing. They are designed to guide teachers in their instruction of ELLs and to provide a bridge to South Dakota's Reading, Communication Arts, Math, and Science content area standards.

The content standards for South Dakota students who are English language learners (ELLs) are the same as those specified for all students. However, these students must overcome the additional barrier of learning in a language other than their first language. For this reason, achievement descriptors are included in this document to demonstrate levels of English language proficiency that reflect the progress of these students toward mastering English as they acquire academic achievement proficiency.

Cut scores on the English language proficiency test are set and reported, based on the achievement descriptors, to reflect student progress. The curriculum of the English language-learning program is aligned with these achievement descriptors. By aligning the curriculum goals and objectives of the program to the achievement descriptors, teachers are able to track the progress of students through the program and determine their readiness to achieve the content standards, intended to be met by all South Dakota students.

Defining English Language Learners

According to federal guidelines, an English Language Learner (ELL) shall be defined as an individual who:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) **(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and**
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual--
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

General Descriptions of the ELL Levels

The achievement descriptors are organized into achievement levels. These achievement levels describe how English language learners perform in English and the levels reflect increasing acquisition of English language skills. To identify increasing proficiency in English language acquisition, the levels for English language learners contained in this document are labeled as follows:

- ❖ **Proficient:** An ELL performing at the proficient level reads, writes, speaks, and listens in English with language proficiency adequate to meet expectations in the mainstream classroom.
- ❖ **Intermediate:** An ELL performing at the intermediate level reads, writes, speaks, and listens in English with language proficiency adequate to meet some expectations in the mainstream classroom but is not yet fluent enough to all expectations in the mainstream classroom.
- ❖ **Basic:** An ELL performing at the basic level is starting to read, to write, to speak, and to listen in English, but is not fluent enough to participate in English without assistance in the mainstream classroom.
- ❖ **Emergent:** An ELL performing at the emergent level has very little or no ability to read, to write, to speak, and to listen to English. The student may have a few isolated words.

Development: Rationale and Process

Federal guidelines require that states have standards specifically developed for ELLs that define progressive levels of competence in the acquisition of English in four domains: listening, speaking, reading, and writing. The English Language Proficiency Standards must be linked to the content area standards in English language arts, reading, math, and science.

To begin creating the original proficiency standards, a committee of ESL educators worked in groups to draft descriptors for content language arts, reading, and math adopted by the State of South Dakota. The draft works was compiled into a single document. These standards were approved by the State Board of Education in July 2004.

The Revision of the English Language Proficiency Standards began in July 2006 with a review of the South Dakota English Language Proficiency Standards and Assessment system by an outside consultant with expertise in standards and assessment. Upon the recommendation of this expert and consultation with the ELL Advisory Council, the revision of the South Dakota ELP Standards began. A committee of teachers working with English Language Learners, including Colony, Native American, and Refugee/Immigrant students, as well as content experts, began working to revise the ELP standards with links to English Language Arts, Reading, Math, and Science Content Standards. The revised standards were compiled into a single document.

The SD Department of Education's goal is that the SD English Language Proficiency Standards continue to provide teachers with a useful tool to assess the progress of English Language Learners as they improve their English language skills and acquire content area knowledge. Following the initial revision and approval of the English Language Proficiency Standards, the Board of Education will continue to revise and to approve these Standards on the established revision cycle. This process will assure that the SD ELP Standards continue to be consistently relevant to providing exceptional educational opportunities to all English Language Learners in SD.

Organization of the Standards

Goals and indicators are the common threads that represent expected outcomes for all students preparing to graduate from South Dakota schools. **English Language Proficiency standards** represent expected outcomes for students in each grade span.

The standards span a continuum from informal (social) to formal (academic). ELLs often acquire the language required to participate in informal (social) contexts more quickly than in formal (academic) contexts. The revised ELP Standards include both the informal (social) and formal (academic) standards throughout the document and were designed to mirror the format of the South Dakota Content Standards. The Revised English Language Proficiency Standards are presented in the following grade spans: K, 1-2, 3-5, 6-8, and 9-12. These grade spans reflect the United States Department of Education groupings for the No Child Left Behind Act, as well as developmental considerations.

For each standard, descriptors for increasing levels of proficiency are given indicating progress toward the state English language proficiency standard. The four levels, described previously, are *emergent*, *basic*, *intermediate*, and *proficient*. It must be noted that an ELL at any given level should be capable of the tasks stated in all of the lower levels for that grade span. For example, a basic ELL should be able to accomplish the tasks described in the emergent level, in addition to those in the basic level. It is also important to note that at higher grade levels, the language skills required to progress to the intermediate and proficient levels increase as the academic demands in the mainstream classroom increase.

Included with each standard are *Sample Activities to Demonstrate Progress*. These sample activities are both assessable and observable activities that students may perform to show progress toward meeting that standard. These activities represent a variety of means to determine how well students are doing. The sample activities also offer teachers concrete examples of activities to demonstrate progress. The samples are not intended to represent an all-inclusive list of options, but rather, as the term suggests, examples for teachers to determine progress.

For purposes of this document, the term content level is used to encompass grade level and content area as appropriate for the various grade spans.

Overview of ELP Goals

Domain	Goals
Listening (L)	The students will understand spoken English to participate in informal (social) and formal (academic) contexts.
Speaking (S)	The students will produce spoken English appropriately to participate in informal (social) and formal (academic) contexts.
Reading (R)	The students will understand written English appropriately to participate in informal (social) and formal (academic) contexts.
Writing (W)	The students will produce written English appropriately to participate in informal (social) and formal (academic) contexts.

Coding System for the ELP Standards

EXAMPLE:

Standard

ELP.1-2. L. 1.1 Students can use various listening and viewing strategies in social, academic and occupational situations.

ELP	= English Language Proficiency
1-2	= Grades
L	= Domain (Listening)
1.1	= Indicator & Standard

English Language Proficiency Standards K-12 Indicators

Listening

INDICATOR 1: Students can use various listening and viewing strategies in social, academic, and occupational situations.

INDICATOR 2: Students can use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

Speaking

INDICATOR 1: Students can use appropriate structure and sequence to express ideas and convey information.

INDICATOR 2: Students can use the appropriate language and presentation style for formal and informal situations.

Reading

INDICATOR 1: Students can recognize and analyze words.

INDICATOR 2: Students can comprehend and fluently read text.

INDICATOR 3: Students can apply knowledge of text structures and organizational features.

INDICATOR 4: Students can access, analyze, synthesize, and evaluate informational texts.

Writing

INDICATOR 1: Students can use appropriate organization for various purposes in writing across content areas to express ideas and information clearly.

INDICATOR 2: Students can use various strategies and techniques to improve writing quality.

INDICATOR 3: Students can use appropriate mechanics, usage, and conventions of language.

DOMAIN: LISTENING**GRADES: K**

GOAL 1: The students will **understand spoken English** to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use various listening and viewing strategies in social, academic, and occupational situations.

STANDARD ELP.K.L.1.1 Students can follow two-step directions/tasks when prompted.	
Achievement Level	Achievement Descriptor
Proficient:	Students can follow two-step directions/tasks when prompted.
Intermediate:	Students can follow most one-step uncomplicated directions/tasks when prompted.
Basic:	Students can perform some familiar, one-step directions/tasks when prompted.
Emergent:	Students can use non-verbal expressions to carry out familiar one-step directions/tasks.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Sit down and get out your pencil.• Line up and keep your hands to yourself.	

STANDARD**ELP.K.L. 1.2 Students can understand most oral presentations and discussions.**

Achievement Level	Achievement Descriptor
Proficient:	Students can understand most oral presentations and discussions.
Intermediate:	Students can understand some oral presentations and discussions.
Basic:	Students can understand familiar questions and commands in oral presentations and discussions.
Emergent:	Students can understand single words and learned phrases in oral presentations and discussions.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Volunteer information and respond to questions about self and family.• Ask questions of the presenter.	

INDICATOR 2: Students can use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

STANDARD	
ELP.K.L.2.1 Students can understand content level discourse delivered at a normal rate in both social and academic situations.	
Achievement Level	Achievement Descriptor
Proficient:	Students can understand content level discourse delivered at a normal rate in both social and academic situations.
Intermediate:	Students can understand content level discourse with occasional repetition and rephrasing speech delivered at a normal rate.
Basic:	Students can understand with repetition and rephrasing simple speech delivered at a slower than normal rate.
Emergent:	Students can understand with frequent repetition and rephrasing highly contextualized simple speech delivered at a slower than normal rate.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Volunteer information and appropriately respond to questions. • Join in group response at appropriate time such as stand up if you agree, sit down if you disagree. 	

STANDARD**ELP.K.L.2.2 Students can understand most content level vocabulary.**

Achievement Level	Achievement Descriptor
Proficient:	Students can understand most content level vocabulary.
Intermediate:	Students can understand some content level vocabulary.
Basic:	Students can understand target vocabulary related to personal interests and familiar topics.
Emergent:	Students can understand isolated target vocabulary related to basic needs.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Use words to describe people, places, and things.• Find the picture of teacher directed item.	

DOMAIN: SPEAKING**GRADES: K**

GOAL 1: The students will **produce spoken English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use appropriate structure and sequence to express ideas and convey information.

STANDARD ELP.K.S.1.1 Students can express opinions, needs and preferences.	
Achievement Level	Achievement Descriptor
Proficient:	Students can express opinions, needs and preferences.
Intermediate:	Students can express most needs, preferences and simple opinions.
Basic:	Students can express some needs and preferences.
Emergent:	Students can express basic needs and preferences.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Speak fluently and use simple English sentences.• Can explain which animal he/she thinks would make the best pet.	

STANDARD ELP.K.S.1.2 Students can ask and answer questions at their content level.	
Achievement Level	Achievement Descriptor
Proficient:	Students can ask and answer questions at their content level.
Intermediate:	Students can ask and answer many questions at their content level.
Basic:	Students can ask and answer simple factual questions at their content level.
Emergent:	Students can answer simple questions.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Speak fluently and use simple English sentences. • Discuss the parts of a body. 	

INDICATOR 2: Students can use the appropriate language and presentation style for formal and informal situations.

STANDARD ELP.K.S.2.1 Students can share orally about people, places, and things.	
Achievement Level	Achievement Descriptor
Proficient:	Students can share orally about people, places, and things.
Intermediate:	Students can share orally about familiar people, places, and things
Basic:	Students can share orally about people and basic events in their lives.
Emergent:	Students can share orally about themselves with prompting.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Use words to describe people, places, and things. • Show and tell. 	

STANDARD

ELP.K.S.2.2 Students can use age appropriate general and content vocabulary to initiate and participate in conversations in a variety of settings.

Achievement Level	Achievement Descriptor
Proficient:	Students can use age appropriate general and content vocabulary to initiate and participate in conversations in a variety of settings.
Intermediate:	Students can use sufficient general and content vocabulary to get ideas across.
Basic:	Students can use familiar or general vocabulary to get ideas across.
Emergent:	Students can use limited target vocabulary when prompted.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Volunteer information and appropriately respond to questions.• Explain how to play a game on the playground.	

GOAL 1: The students will **understand written English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can recognize and analyze words.

STANDARD ELP.K.R.1.1 Students can identify upper and lower case letters and associated sounds in random order.	
Achievement Level	Achievement Descriptor
Proficient:	Students can identify upper and lower case letters and associated sounds in random order.
Intermediate:	Students can identify most upper and lower case letters and associated sounds in random order.
Basic:	Students can identify some upper and lower case letters and associated sounds in random order.
Emergent:	Students can identify some of the letters in their name.
Activities to Demonstrate Progress: <ul style="list-style-type: none">• Respond correctly to alphabet flashcards.• Locate teacher dictated letter in a word.	

STANDARD ELP.K.R.1.2 Students can read high frequency words at content level.	
Achievement Level	Achievement Descriptor
Proficient:	Students can read high frequency words at content level.
Intermediate:	Students can identify some high frequency words at content level.
Basic:	Students can identify recognize environmental print.
Emergent:	Students can understand that print conveys meaning.
Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Read flashcards. • Read high frequency words in easy level books. • Match high frequency words to their picture. 	

INDICATOR 2: Students can comprehend and fluently read text.

STANDARD ELP.K.R.2.1 Students can comprehend and respond to text read aloud.	
Achievement Level	Achievement Descriptor
Proficient:	Students can comprehend and respond to text read aloud.
Intermediate:	Students can answer some questions about a story read aloud.
Basic:	Students can draw pictures to respond to the story.
Emergent:	Students can listen to a story being read aloud.
Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Ask and answer questions about a text read aloud. • Make predictions. • Draw a picture and retell story to class. 	

STANDARD

ELP.K.R.2.2 Students can understand enough content level vocabulary to comprehend details of text read aloud.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand enough content level vocabulary to comprehend details of text read aloud.
Intermediate:	Students can understand enough content level vocabulary to comprehend main idea and some details of text read aloud.
Basic:	Students can understand enough content level vocabulary to comprehend isolated parts of text read aloud.
Emergent:	Students can comprehend at the content level with visual cues.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Make predictions about events in the story: before, during and after hearing the story.• Read a story and represent the sequence of events through pictures, words, or drama.	

INDICATOR 3: Students can apply knowledge of text structures and organizational features.

STANDARD ELP.K.R.3.1 Students can identify beginning, middle, and end of a story.	
Achievement Level	Achievement Descriptor
Proficient:	Students can identify beginning, middle, and end of a story read aloud.
Intermediate:	Students can identify beginning and end of a story read aloud.
Basic:	Students can identify one event in a story read aloud.
Emergent:	Students can listen to a story read aloud.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Retell a story. • Put sequence cards in proper order. 	

STANDARD ELP.K.R.3.2 Students can use book handling skills appropriately.	
Achievement Level	Achievement Descriptor
Proficient:	Students can use book handling skills appropriately.
Intermediate:	Students can use some book handling skills to examine a book.
Basic:	Students can use a few book handling skills with prompting.
Emergent:	Students can recognize a book.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Can read from left to right, front to back, top to bottom. • "Read" a big book to the class. 	

INDICATOR 4: Students can access, analyze, synthesize, and evaluate informational texts.

STANDARD ELP.K.R.4.1 Students can recognize that some printed material provides information to answer their questions.	
Achievement Level	Achievement Descriptor
Proficient:	Students can recognize that some printed material provides information to answer their questions.
Intermediate:	Students can recognize that some printed material provides information.
Basic:	Students can identify informational text in the classroom.
Emergent:	Students can recognize informational print materials in their daily life.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Identify environmental print.• Locate reference materials.	

DOMAIN: WRITING**GRADES: K**

GOAL 1: The students will **produce written English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use appropriate organization for various purposes in writing across content areas to express ideas and information clearly.

STANDARD

ELP.K.W.1.1 Students can write all upper and lower case letters, and numbers and some known words to give information at the kindergarten level.

Achievement Level	Achievement Descriptor
Proficient:	Students can write all upper and lower case letters, and numbers and some known words to give information at the kindergarten level.
Intermediate:	Students can write many upper and lower case letters, many numbers, and a few known words to give information at the kindergarten level.
Basic:	Students can write some upper and lower case letters, some number, and their name at the kindergarten level.
Emergent:	Students can trace/copy letters, numbers, and words at the kindergarten level.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Students can write teacher dictated letters, numbers, and some known high frequency words.• Write the letters they hear in teacher dictated sentence.	

INDICATOR 2: Students can use various strategies and techniques to improve writing quality.

STANDARD ELP.K.W.2.1 Students can communicate using pictures, known words and invented spelling at the kindergarten level.	
Achievement Level	Achievement Descriptor
Proficient:	Students can communicate using pictures, known words and invented spelling at the kindergarten level.
Intermediate:	Students can communicate using pictures, some known words, and invented spelling at the kindergarten level.
Basic:	Students can communicate using pictures and invented spelling at the kindergarten level.
Emergent:	Students can communicate using pictures.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Use pictures and words to tell a story.• Write a story about a field trip or other activity.	

INDICATOR 3: Students can use appropriate mechanics, usage, and conventions of language.

STANDARD ELP.K.W.3.1 Students can write left to right and top to bottom.	
Achievement Level	Achievement Descriptor
Proficient:	Students can write left to right and top to bottom.
Intermediate:	Students can write top to bottom.
Basic:	Students can write letters randomly on the paper.
Emergent:	Students can scribble randomly on the paper.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Begin to use elements of the writing process.• Write the alphabet left to right across the page.• Write teacher dictated sentence.	

DOMAIN: LISTENING**GRADES: 1-2**

GOAL 1: The students will **understand spoken English** to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use various listening and viewing strategies in social, academic, and occupational situations.

STANDARD ELP.1-2.L.1.1 Students can follow multi-step directions/tasks when prompted.	
Achievement Level	Achievement Descriptor
Proficient:	Students can follow multi-step directions/tasks when prompted.
Intermediate:	Students can follow most uncomplicated directions/tasks when prompted.
Basic:	Students can perform a range of familiar, uncomplicated directions/tasks when prompted.
Emergent:	Students can use non-verbal expressions to carry out familiar directions/tasks.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Gather and organize the appropriate materials needed to complete a task.• Define, compare, and classify objects.	

STANDARD**ELP.1-2.L.1.2 Students can understand most oral presentations and discussions.**

Achievement Level	Achievement Descriptor
Proficient:	Students can understand most oral presentations and discussions.
Intermediate:	Students can understand some oral presentations and discussions.
Basic:	Students can understand familiar questions and commands in oral presentations and discussions.
Emergent:	Students can understand single words and learned phrases in oral presentations and discussions.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Give appropriate feedback to a variety of speakers.• Explain change, as in growth of plants, seasons, and characters in literature.	

INDICATOR 2: Students can use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

STANDARD	
ELP.1-2.L.2.1 Students can understand discourse delivered at a normal rate in both social and academic situations.	
Achievement Level	Achievement Descriptor
Proficient:	Students can understand discourse delivered at a normal rate in both social and academic situations.
Intermediate:	Students can understand discourse with occasional repetition and rephrasing speech delivered at a normal rate.
Basic:	Students can understand with repetition and rephrasing simple speech delivered at a slower than normal rate.
Emergent:	Students can understand with frequent repetition and rephrasing highly contextualized simple speech delivered at a slower than normal rate.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Retell a story. • Generate and ask questions of outside experts/guest speakers. 	

STANDARD

ELP.1-2.L.2.2 Students can understand most content level vocabulary, idioms, slang, and figurative language.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand most content level vocabulary, idioms, slang, and figurative language.
Intermediate:	Students can understand some content level vocabulary, idioms, slang, and figurative language.
Basic:	Students can understand target vocabulary related to personal interests and familiar topics.
Emergent:	Students can understand isolated target vocabulary related to basic needs.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Explain a poem.• Play games that contain idioms, slang, and figurative language.	

DOMAIN: SPEAKING**GRADES: 1-2**

GOAL 1: The students will **produce spoken English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use appropriate structure and sequence to express ideas and convey information.

STANDARD

ELP.1-2.S.1.1 Students can express opinions, needs and preferences at content level.

Achievement Level	Achievement Descriptor
Proficient:	Students can express opinions, needs and preferences at content level.
Intermediate:	Students can express most needs, preferences and simple opinions.
Basic:	Students can express some needs and preferences.
Emergent:	Students can express basic needs and preferences.

Sample Activities to Demonstrate Progress:

- Relate reasons for tardiness, absence, or late assignment.
- Speak fluently and use simple English sentences.
- Can explain which animal he/she thinks would make the best pet.
- Use a chart/graph to express opinions and preferences.

STANDARD**ELP.1-2.S.1.2 Students can ask and answers questions at content level.**

Achievement Level	Achievement Descriptor
Proficient:	Students can ask and answers questions at content level.
Intermediate:	Students can ask and answer many questions at content level.
Basic:	Students can ask and answer simple factual questions at content level.
Emergent:	Students can answer simple questions.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Generate and ask questions of outside experts/guest speakers.• Use clear, concise, organized language.• Construct a chart or other graph showing data.	

INDICATOR 2: Students can use the appropriate language and presentation style for formal and informal situations.

STANDARD ELP.1-2.S.2.1 Students can give content level oral reports.	
Achievement Level	Achievement Descriptor
Proficient:	Students can give content level oral reports.
Intermediate:	Students can give simple oral reports.
Basic:	Students can give very simple oral reports related to self on topics of high personal interest.
Emergent:	Students can give an explanation using single words, phrases or gestures.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Use clear, concise, organized language.• Use a graphic organizer to give an oral report.• Define, compare and classify objects (e.g. according to number, shape, function, color, size, physical characteristics).	

STANDARD

ELP.1-2.S.2.2 Students can use a wide range of general and content vocabulary to initiate and participate in conversations in a variety of settings.

Achievement Level	Achievement Descriptor
Proficient:	Students can use a wide range of general and content vocabulary to initiate and participate in conversations in a variety of settings.
Intermediate:	Students can use sufficient general and content vocabulary to get ideas across.
Basic:	Students can use familiar or general vocabulary to get ideas across.
Emergent:	Students can use limited target vocabulary when prompted.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Volunteer information and appropriately respond to questions during a science experiment or other classroom activity.• Explain how to play a game on the playground.• Give appropriate feedback to a variety of speakers.	

DOMAIN: READING**GRADES: 1-2**

GOAL 1: The students will **understand written English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can recognize and analyze words.

STANDARD ELP.1-2.R.1.1 Students can decode unfamiliar words.	
Achievement Level	Achievement Descriptor
Proficient:	Students can decode unfamiliar words.
Intermediate:	Students can demonstrate knowledge of short and long vowel patterns and consonant blends.
Basic:	Students can identify first and last sound of word.
Emergent:	Students can identify the first sound of a word.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Use meaning, syntax, and visual cues to decode words.• Read many texts. Read a variety of texts.• Read the language of mathematics and science.	

STANDARD**ELP.1-2.R.1.2 Students can read content level high frequency words.**

Achievement Level	Achievement Descriptor
Proficient:	Students can read content level high frequency words.
Intermediate:	Students can read most content level high frequency words.
Basic:	Students can read some content level high frequency words.
Emergent:	Students can read high frequency words that have meaning to them.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Play word bingo aligned to specific content so that students can read the language of mathematics, science, and social studies.• Demonstrate proficient knowledge of high frequency words by reading many and varied texts.	

INDICATOR 2: Students can comprehend and fluently read text.

STANDARD ELP.1-2.R.2.1 Students can understand enough content level vocabulary to comprehend details of text.	
Achievement Level	Achievement Descriptor
Proficient:	Students can understand enough content level vocabulary to comprehend details of text.
Intermediate:	Students can understand enough content level vocabulary to comprehend main idea and some details of text.
Basic:	Students can understand enough content level vocabulary to comprehend isolated parts of text.
Emergent:	Students can comprehend at the word level with visual cues.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Create a story map to retell a story.• Read and understand story problems.	

STANDARD

ELP.1-2.R.2.2 Students can demonstrate understanding of content level text by summarizing a story.

Achievement Level	Achievement Descriptor
Proficient:	Students can demonstrate understanding of content level text by summarizing a story.
Intermediate:	Students can demonstrate understanding of content level text by retelling a story.
Basic:	Students can retell a content level story using simple sentences.
Emergent:	Students can retell using words or gestures.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Read a story and represent the sequence of events through pictures, words, music, or drama.• Complete a math story problem or science experiment.	

STANDARD

ELP.1-2.R.2.3 Students can understand common idioms and simple figurative language in context.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand common idioms and simple figurative language in context.
Intermediate:	Students can understand some common idioms and figurative language in context.
Basic:	Students can derive literal meaning from simple idioms and figurative language.
Emergent:	Students do not understand enough language to perform in English.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Use comprehension strategies, questioning, and visualization to understand different types of text.• Identify common idioms and simple figurative language in a poem or literary text.	

INDICATOR 3: Students can apply knowledge of text structures and organizational features.

STANDARD ELP.1-2.R.3.1 Students can understand how books are organized.	
Achievement Level	Achievement Descriptor
Proficient:	Students can understand how books are organized.
Intermediate:	Students can locate most parts of a book.
Basic:	Students can locate some parts of a book with prompting.
Emergent:	Students can identify the front and back of a book.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Can locate different parts of a book.• Locate bold-faced vocabulary words.	

INDICATOR 4: Students can access, analyze, synthesize, and evaluate informational texts.

STANDARD ELP.1-2.R.4.1 Students can understand how text is organized in order to read informational text.	
Achievement Level	Achievement Descriptor
Proficient:	Students can understand how text is organized in order to read informational text.
Intermediate:	Students can connect written text to the visual elements in order to read informational text.
Basic:	Students derive meaning from pictures, graphs, or charts in informational text.
Emergent:	Students derive meaning from pictures in informational texts.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Locate reference materials (e.g. Where would you look to find the meaning of a word? What is the habitat of a bear?)• Read a chart or other graphics showing data.	

DOMAIN: WRITING**GRADES: 1-2**

GOAL 1: The students will **produce written English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use appropriate organization for various purposes in writing across content areas to express ideas and information clearly.

STANDARD

ELP.1-2.W.1.1 Students will write a variety of content appropriate text to clearly express ideas and information.

Achievement Level	Achievement Descriptor
Proficient:	Students will write a variety of content appropriate text to clearly express ideas and information.
Intermediate:	Students will write sentences to express ideas and information.
Basic:	Students will write words and phrases to express some ideas and information.
Emergent:	Students will communicate with pictorial writing and copy symbols, letters, and words.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Record observations.• Write own story problems.• Edit and revise own written assignments.	

INDICATOR 2: Students can use various strategies and techniques to improve writing quality.

STANDARD ELP.1-2.W.2.1 Students will write short descriptions with details that can be interpreted by teachers and classmates.	
Achievement Level	Achievement Descriptor
Proficient:	Students will write short descriptions with details that can be interpreted by teachers and classmates.
Intermediate:	Students will write short descriptions with some details that can be interpreted by teachers and classmates.
Basic:	Student will write short descriptions with some details that can be interpreted by teachers accustomed to the writing of language learners.
Emergent:	Students can write short descriptive phrases with support.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Write a paragraph, short stories, and poems.• Write to explain key concepts and relationships by using information from various texts to support conclusions in reading, math, and science.	

INDICATOR 3: Students can use appropriate mechanics, usage, and conventions of language.

STANDARD ELP.1-2.W.3.1 Students can write complete sentences at their content level.	
Achievement Level	Achievement Descriptor
Proficient:	Students can write complete sentences at their content level.
Intermediate:	Students can write complete sentences with a few errors at their content level.
Basic:	Students can communicate by writing a single simple idea at their content level.
Emergent:	Students can copy or trace a sentence.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Write paragraphs, short stories, and poems.• Write math story problems.• Write the steps of a science experiment.	

DOMAIN: LISTENING**GRADES: 3-5**

GOAL 1: The students will **understand spoken English** to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use various listening and viewing strategies in social, academic, and occupational situations.

STANDARD

ELP.3-5.L.1.1 Students can understand and perform multi-step directions in both formal and informal situations.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand and perform most multi-step directions in both formal and informal situations.
Intermediate:	Students can perform many uncomplicated directions.
Basic:	Students can follow familiar directions.
Emergent:	Students can interpret gestures and visual cues in exchanges.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Gather, organize, and use supplies to complete an assignment.• Listen to and incorporate a peer's or teacher's feedback regarding classroom behavior.• Follow directions for classroom activities.	

STANDARD

ELP.3-5.L.1.2 Students can understand academic content and conversations on a range of familiar and unfamiliar topics in a variety of settings.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand academic content and conversations on a range of familiar and unfamiliar topics in a variety of settings.
Intermediate:	Students can understand most academic content and conversations on a range of familiar and unfamiliar topics in a variety of settings.
Basic:	Students can understand some academic content and conversations on a range of familiar and unfamiliar topics in a variety of settings.
Emergent:	Students can understand basic language related to survival English and simple expressions of social exchanges using gestures and visual cues.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Respond to questions about content of an oral presentation.• Use sentence strips to represent the sequence of events in retelling a story.• Identify and associate spoken words to written symbols in math.	

INDICATOR 2: Students can use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

STANDARD	
ELP.3-5.L.2.1 Students can understand standard academic and social conversation.	
Achievement Level	Achievement Descriptor
Proficient:	Students can understand standard academic and social conversation.
Intermediate:	Students can understand academic and social conversations with some repetition and rephrasing.
Basic:	Students can understand simple speech with repetition and rephrasing.
Emergent:	Students can demonstrate understanding through physical (nonverbal) response with single words and learned phrases and by responding in first language.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Contribute to conversations with peers during classroom activities. • Join in a group discussion at the appropriate time. • Respond to a teacher's general school related small talk. 	

STANDARD

ELP.3-5.L.2.2 Students can understand most content vocabulary, idioms and figurative language in both formal and informal situations.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand most content vocabulary, idioms and figurative language in both formal and informal situations.
Intermediate:	Students can understand some content vocabulary in both formal and informal situations.
Basic:	Students can understand vocabulary related to personal interest and familiar topics.
Emergent:	Students can understand vocabulary related to basic needs.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Demonstrate understanding of the idiom by drawing a picture.• Play vocabulary games.• Follow oral directions for a classroom activity.	

DOMAIN: SPEAKING**GRADES: 3-5**

GOAL 1: The students will **produce spoken English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use appropriate structure and sequence to express ideas and convey information.

STANDARD

ELP.3-5.S.1.1 Students can speak with the fluency and language complexity of a native speaker of similar age.

Achievement Level	Achievement Descriptor
Proficient:	Students can speak with the fluency and language complexity of a native speaker of similar age.
Intermediate:	Students can speak with sufficient accuracy that errors rarely impede comprehension for listeners accustomed to language learners.
Basic:	Students can speak with sufficient accuracy that listeners accustomed to language learners comprehend some of the message.
Emergent:	Students can use gestures, single words, phrases and common expressions.

Sample Activities to Demonstrate Progress:

- Ask for assistance to restate or simplify directions.
- Paraphrase a teacher's directions.
- Negotiate verbally to identify roles in preparation for a group/class presentation

STANDARD

ELP.3-5.S.1.2 Student can relate personal experiences, feelings, observations and opinions using connected phrases and sentences.

Achievement Level	Achievement Descriptor
Proficient:	Student can relate personal experiences, feelings, observations and opinions using connected phrases and sentences.
Intermediate:	Student can express uncomplicated feelings, observations, experiences and opinions using connected phrases.
Basic:	Student can express basic feelings, observations, experiences and opinions using short, limited phrases.
Emergent:	Student can express basic feelings, observations, experiences and opinions using visuals and gestures.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Explain reason for being absent or late.• Tell about a personal experience.• Verbalize an opinion about a television show, movie, or story.	

STANDARD**ELP.3-5.S.1.3 Students can ask and answers questions at content level.**

Achievement Level	Achievement Descriptor
Proficient:	Students can ask and answer questions at content level.
Intermediate:	Students can express most needs and preferences and ask and answer many questions at content level.
Basic:	Students can express many needs and preferences and ask and answer simple factual questions at content level.
Emergent:	Students can express basic needs and preferences and answer simple questions about familiar material.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Request supplies to complete an assignment.• Ask for assistance with a task.• Ask a teacher to restate or simplify directions.	

INDICATOR 2: Students can use the appropriate language and presentation style for formal and informal situations.

STANDARD ELP.1-2.S.2.1 Students can give content level oral reports.	
Achievement Level	Achievement Descriptor
Proficient:	Students can give content level oral reports.
Intermediate:	Students can give simple oral reports.
Basic:	Students can give simple oral reports related to self on topics of high personal interest.
Emergent:	Students can give an explanation using single words, phrases or gestures.
Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Give an oral report. • Rephrase, explain, revise, and expand oral or written information. • Take a position and support it orally. 	

STANDARD

ELP.3-5.S.2.2 Students can actively participate in conversations and demonstrate interaction skills in a variety of situations.

Achievement Level	Achievement Descriptor
Proficient:	Students can actively participate in conversations and demonstrate interaction skills in a variety of situations.
Intermediate:	Students can participate in limited conversations and demonstrate interaction in familiar situations.
Basic:	Students can participate in guided conversations and demonstrate interaction in highly predictable situations.
Emergent:	Students can respond to routine classroom questions and participate in short, limited social exchanges.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Generate questions to conduct an interview.• Provide oral feedback after a group activity.• Join in a group response at an appropriate time.• Use polite language to negotiate and reach consensus.	

STANDARD

ELP.1-2.S.2.3 Students can use a wide range of general and content vocabulary to initiate and participate in conversations in a variety of settings.

Achievement Level	Achievement Descriptor
Proficient:	Students can use a wide range of general and content vocabulary to initiate and participate in conversations in a variety of settings.
Intermediate:	Students can use sufficient general and content vocabulary to get ideas across.
Basic:	Students can use familiar or general vocabulary to get ideas across.
Emergent:	Students can use limited target vocabulary when prompted.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Connect previous vocabulary to new vocabulary.• Use print and non-print resources when needed.• Take risks with language and incorporate use in everyday situations.	

DOMAIN: READING**GRADES: 3-5**

GOAL 1: The students will **understand written English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can recognize and analyze words.

STANDARD ELP.3-5.R.1.1 Students can use reading strategies to decode unfamiliar words at content level.	
Achievement Level	Achievement Descriptor
Proficient:	Students can use reading strategies to decode unfamiliar words at content level.
Intermediate:	Students can decode familiar words at content level.
Basic:	Students can understand short and long vowel patterns and consonant blends to read and recognize sight and high frequency words.
Emergent:	Students can understand letters sounds.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Identify and associate written symbols with math terms.• Use context clues to decode science vocabulary words.	

INDICATOR 2: Students can comprehend and fluently read text.

STANDARD ELP.3-5.R.2.1 Students can understand many content level texts with limited visual support.	
Achievement Level	Achievement Descriptor
Proficient:	Students can understand many content level texts with limited visual support.
Intermediate:	Students can understand content level texts with visual support.
Basic:	Students can understand parts of content level texts with supplemental visual support and teacher assistance.
Emergent:	Students can understand that words and symbols convey meaning for multiple purposes.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Scan text to locate information for an assignment.• Read a story and represent the sequence of events.• Construct a chart or graphic organizer showing data.	

STANDARD

ELP.3-5.R.2.2 Student can understand sufficient content level vocabulary to comprehend the topic, main idea and many details of texts.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand sufficient content level vocabulary to comprehend the topic, main idea and many details of texts.
Intermediate:	Students can understand sufficient vocabulary to comprehend main idea, and some details of the text.
Basic:	Students can understand sufficient vocabulary to comprehend isolated portions of text.
Emergent:	Students can recognize familiar words in context.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Skim chapter headings and bold print to determine the key points of a text.• Take notes to summarize the main points provided in source material.• Construct an outline to synthesize information.	

STANDARD

ELP.3-5.R.2.3 Students can understand common idioms and simple figurative language in context.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand common idioms and simple figurative language in context.
Intermediate:	Students can understand some common figurative language.
Basic:	Students can understand some common figurative language with teacher assistance.
Emergent:	Students can derive meaning of figurative language from use of visual elements and teacher assistance.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Explain figurative language through drama.• Use or draw pictures to portray idioms.	

INDICATOR 3: Students can apply knowledge of text structures and organizational features.

STANDARD ELP.3-5.R.3.1 Students can understand the organizational structure of content level narrative and informational texts.	
Achievement Level	Achievement Descriptor
Proficient:	Students can understand the organizational structure of content level narrative and informational texts.
Intermediate:	Students can understand the organizational characteristics of written texts.
Basic:	Students can identify basic text structure by answering questions.
Emergent:	Students can derive meaning from visual elements of texts.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Skim chapter headings and bold print to locate key points in science or social studies.• Use guide words to locate words in a dictionary or encyclopedia.• Locate and describe the parts of a book.	

STANDARD ELP.3-5.R.3.2 Students can understand compound and complex sentences.	
Achievement Level	Achievement Descriptor
Proficient:	Students can understand compound and complex sentences.
Intermediate:	Students can understand compound sentences.
Basic:	Students can understand simple sentences.
Emergent:	Students can understand simple words and phrases.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> Construct sentences using sentence strips. Read journal entries. Identify compound or complex sentences in narrative stories. Sort a group of sentences into compound or complex categories. 	

INDICATOR 4: Students can access, analyze, synthesize, and evaluate informational texts.

STANDARD ELP.3-5.R.4.1 Students can read to obtain information.	
Achievement Level	Achievement Descriptor
Proficient:	Students can read to obtain information.
Intermediate:	Students can read to obtain simple information.
Basic:	Students can read to obtain simple information with teacher assistance.
Emergent:	Students derive meanings from pictures in informational text.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> Take notes to summarize main points of a story. Answer comprehension questions. Skim chapter headings and bold print to determine the key points of a text. 	

DOMAIN: WRITING**GRADES: 3-5**

GOAL 1: The students will **produce written English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use appropriate organization for various purposes in writing across content areas to express ideas and information clearly.

STANDARD

ELP.3-5.W.1.1 Students can write a variety of texts for academic, personal and social purposes.

Achievement Level	Achievement Descriptor
Proficient:	Students can write a variety of texts for academic, personal and social purposes.
Intermediate:	Students can write about personalized and familiar content-area topics in guided tasks.
Basic:	Students can write short answers for simple classroom tasks, follow a model to write journal entries, notes, messages and friendly letters.
Emergent:	Students can communicate with pictorial writing and write basic personal information.

Sample Activities to Demonstrate Progress:

- Write a friendly letter.
- Take notes to summarize the main points provided in source material.
- Rephrase, explain, revise, and expand written information to check comprehension.

STANDARD

ELP.3-5.W.1.2 Students can use details and varied sentence structure to write multiple sentences on a single topic.

Achievement Level	Achievement Descriptor
Proficient:	Students can use details and varied sentence structure to write multiple sentences on a single topic.
Intermediate:	Students can use details to write sentences in standard word order.
Basic:	Students can write simple sentences in standard word order.
Emergent:	Students can copy letters words and texts from a model.
Activities to Demonstrate Progress: <ul style="list-style-type: none">• Write a summary of a book, article, movie, or lecture.• Write a report on a science topic.	

STANDARD**ELP.3-5.W.1.3 Students can incorporate key content area vocabulary in writing.**

Achievement Level	Achievement Descriptor
Proficient:	Students can incorporate key content area vocabulary in writing.
Intermediate:	Students can incorporate some key content area vocabulary in writing.
Basic:	Students can incorporate a limited amount of key content area vocabulary in writing.
Emergent:	Students can copy teacher directed vocabulary with assistance.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Summarize a story using content vocabulary.• Write sentences using the vocabulary words appropriately.• Write a paragraph stating how to solve a math problem.	

INDICATOR 2: Students can use various strategies and techniques to improve writing quality.

STANDARD ELP.3-5.W.2.1 Students can write texts and messages in response to a variety of content level academic tasks.	
Achievement Level	Achievement Descriptor
Proficient:	Students can write texts and messages in response to a variety of content level academic tasks.
Intermediate:	Students can use simple narration and description to express thoughts and feelings.
Basic:	Students can communicate ideas, feelings, preferences and needs in simple language.
Emergent:	Students can exchange simple information.
Activities to Demonstrate Progress: <ul style="list-style-type: none">• Record observations in a journal.• Write assignments in academic planners.	

INDICATOR 3: Students can use appropriate mechanics, usage, and conventions of language.

STANDARD ELP.3-5.W.3.1 Student can edit for grammar, mechanics and spelling.	
Achievement Level	Achievement Descriptor
Proficient:	Students can edit for grammar, mechanics and spelling.
Intermediate:	Students can edit own work for grammar, mechanics and spelling.
Basic:	Students can edit own work for capitalization and final punctuation.
Emergent:	Students can copy and write letters, words and text from a model, using simple conventions of print.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Edit and revise own written assignment.• Use proofreading marks to edit a peer's written work.	

STANDARD

ELP.3-5.W.3.2 Students can write with sufficient accuracy so that errors rarely impede comprehension.

Achievement Level	Achievement Descriptor
Proficient:	Students can write with sufficient accuracy so that errors rarely impede comprehension.
Intermediate:	Students can write with sufficient accuracy so that errors rarely impede comprehension for readers accustomed to the writing of language learners.
Basic:	Students can spell and combine words with sufficient accuracy so that readers accustomed to the writing of language learners comprehend some of the message.
Emergent:	Students can use transitional spelling to write words that convey a thought.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Rephrase and expand written information to check comprehension.• Write daily journal entries.• Conference with teacher/peer to check clarity of writing.	

DOMAIN: LISTENING**GRADES: 6-8**

GOAL 1: The students will **understand spoken English** to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use various listening and viewing strategies in social, academic, and occupational situations.

STANDARD ELP.6-8.L.1.1. Students can follow multi-step directions.	
Achievement Level	Achievement Descriptor
Proficient:	Students can follow multi-step directions.
Intermediate:	Students can follow directions as well as understand many questions and commands.
Basic:	Students can follow familiar verbal directions and commands.
Emergent:	Students can understand appropriate non-verbal behaviors and cues of peers and adults.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Sit down and take out your text book and turn to page 32.• Complete the steps for a Science lab.• Apply problem solving strategies in contextual situations.	

STANDARD

ELP.6-8.L.1.2. Students can understand content level vocabulary in both formal and informal situations.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand content level vocabulary in both formal and informal situations.
Intermediate:	Students can understand content vocabulary in informal situations.
Basic:	Students can understand vocabulary related to personal interests and familiar topics.
Emergent:	Students can understand vocabulary related to basic needs.

Sample Activities to Demonstrate Progress:

- Understand the meaning of idioms such as "It's raining cats and dogs"
- Illustrate the meaning of a parallelogram.

STANDARD

ELP.6-8.L.1.3 Students can understand spoken language on a range of familiar and unfamiliar topics.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand spoken language on a range of familiar and unfamiliar topics.
Intermediate:	Students can understand spoken language on familiar topics.
Basic:	Students can understand simple speech with repetition and rephrasing.
Emergent:	Students can demonstrate understanding of single words and short phrases.

Sample Activities to Demonstrate Progress:

- Ask questions to seek clarification of a speakers ideas and opinions.
- Join in oral classroom activities and discussions
- (What is the greenhouse effect?)
- Listen attentively to a variety of speakers including peers.

INDICATOR 2: Students can use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

STANDARD ELP.6-8.L.2.1 Students can utilize media sources for academic tasks.	
Achievement Level	Achievement Descriptor
Proficient:	Students can utilize media sources for academic tasks.
Intermediate:	Students can utilize media sources for basic tasks.
Basic:	Students can choose forms of media for specific tasks.
Emergent:	Students can identify forms of media.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Compare and contrast book and movie versions of a story.• Distinguish between factual and fictional elements of a media source. (video, newscast)• Gain information from a documentary on wildlife.	

DOMAIN: SPEAKING**GRADES: 6-8**

GOAL 1: The students will **produce spoken English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use appropriate structure and sequence to express ideas and convey information.

STANDARD

ELP.6-8S1.1 Students can express opinions, needs, and preferences at content level.

Achievement Level	Achievement Descriptor
Proficient:	Students can express opinions, needs, and preferences at content level.
Intermediate:	Students can express needs, preferences, and simple opinions.
Basic:	Students can express needs and preferences.
Emergent:	Students can express needs.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Join in a group response at the appropriate time.• Participate in conversations.• Demonstrate interaction skills in a variety of situations.• Indicate interest opinions or preferences related to class projects.	

STANDARD ELP.6-8.S.1.2 Students can ask and answer questions at content level.	
Achievement Level	Achievement Descriptor
Proficient:	Students can ask and answer questions at content level.
Intermediate:	Students can ask questions to clarify information.
Basic:	Students can ask and answer simple questions.
Emergent:	Students can answer simple questions.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> Participate in classroom discussions. Ask for clarification during a classroom discussion. 	

STANDARD ELP.6-8.S.1.3 Students can give directions.	
Achievement Level	Achievement Descriptor
Proficient:	Students can give directions.
Intermediate:	Students can give multi-step directions.
Basic:	Students can give simple oral directions.
Emergent:	Students can use gestures and single words.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> As a leader of a team project, give verbal directions to peers in a classroom activity. Participate in a cooperative learning environment by giving verbal directions to group. Explain the steps of how a simple machine operates. 	

STANDARD

ELP.6-8.S.1.4 Students can produce complex sentences to express ideas and convey information.

Achievement Level	Achievement Descriptor
Proficient:	Students can produce complex sentences to express ideas and convey information.
Intermediate:	Students can produce complete sentences.
Basic:	Students can produce phrases and simple sentences.
Emergent:	Students can use gestures, mimic words, speech patterns and phrases.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Respond to problems to determine median in given data sets.• Give a demonstration speech.	

INDICATOR 2: Students can use the appropriate language and presentation style for formal and informal situations.

STANDARD	
ELP.6-8.S.2.1 Students can initiate conversations and participate in discussions in formal and informal situations.	
Achievement Level	Achievement Descriptor
Proficient:	Students can initiate conversations and participate in discussions in formal and informal situations.
Intermediate:	Students can participate in simple discussions and conversations with peers and teachers.
Basic:	Students can participate in limited/guided or highly predictable conversations on familiar topics with peers and teachers.
Emergent:	Students can participate in short, limited exchanges with peers and teachers.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Ask a question of a classmate. • Ask a content related question(What are the effects of water on the earth?). 	

STANDARD**ELP.6-8.S.2.2 Students can use content level vocabulary to express ideas clearly.**

Achievement Level	Achievement Descriptor
Proficient:	Students can use content level vocabulary to express ideas clearly.
Intermediate:	Students can use specific target vocabulary.
Basic:	Students can use familiar, target vocabulary.
Emergent:	Students can use limited target vocabulary.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Describe the steps used to solve a math problem.• Describe the role of observation in the development of hypothesis.• Retell or summarize text.	

DOMAIN: READING**GRADES: 6-8**

GOAL 1: The students will **understand written English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can recognize and analyze words.

STANDARD ELP.6-8.R.1.1 Students can decode unfamiliar words.	
Achievement Level	Achievement Descriptor
Proficient:	Students can decode unfamiliar words.
Intermediate:	Students can read words with vowel patterns, consonant blends, and compound words.
Basic:	Students can decode words using knowledge of vowel and consonant sounds.
Emergent:	Students can recognize and apply basic consonant sounds.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Read fluently.• Read a variety of multi paragraph text.	

INDICATOR 2: Students can comprehend and fluently read text.

STANDARD ELP.6-8.R.2.1 Students can use direct and implied meaning to understand text.	
Achievement Level	Achievement Descriptor
Proficient:	Students can use direct and implied meaning to understand text.
Intermediate:	Students can use direct meaning to understand simple text with limited visual support.
Basic:	Students can recognize and use pictorial information that supplements the text.
Emergent:	Students can derive meaning from visual elements in text.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Analyze text using inferences to extend meaning.• Use context clues to determine meaning.	

STANDARD ELP.6-8.R.2.2 Students can retell stories and summarize text.	
Achievement Level	Achievement Descriptor
Proficient:	Students can retell stories and summarize text.
Intermediate:	Students can use context to understand meaning and make connections.
Basic:	Students can interpret text by answering factual questions about simple, familiar text.
Emergent:	Students can comprehend at the word level.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Retell information from a read aloud text. • Condense text. • Use a graphic organizer to summarize text. (KWL chart, Venn diagram) 	

STANDARD ELP.6-8.R.2.3 Students can use inferences to interpret text and expand meaning.	
Achievement Level	Achievement Descriptor
Proficient:	Students can use inferences to interpret text and expand meaning.
Intermediate:	Students can make text to self connections.
Basic:	Students can make simple inferences.
Emergent:	Students can comprehend at the word and basic sentence level.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Make Predictions. • Connect main ideas to determine relationships within a text. 	

STANDARD ELP.6-8.R.2.4 Students can follow multiple step written directions.	
Achievement Level	Achievement Descriptor
Proficient:	Students can follow multiple step written directions.
Intermediate:	Students can follow a single step written direction.
Basic:	Students can follow simple directions with prompting.
Emergent:	Students can follow a single word direction.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> Follow directions on homework assignment. Follow instructions to conduct a scientific investigation with peers. 	

INDICATOR 3: Students can apply knowledge of text structures and organizational features.

STANDARD ELP.6-8.R.3.1 Students can analyze text using cause/effect and compare/contrast.	
Achievement Level	Achievement Descriptor
Proficient:	Students can analyze text using cause/effect and compare/contrast.
Intermediate:	Students can understand features of paragraphs, verse, and dialogue.
Basic:	Students can understand basic punctuation of text.
Emergent:	Students can follow left to right, top to bottom, and return sweep.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> Read text and define similarities and differences between genres. Identify similarities and differences among characters within a story. Recognize similarities and differences between plant and animal cells. 	

STANDARD ELP.6-8.R.3.2 Students can understand compound and complex sentences.	
Achievement Level	Achievement Descriptor
Proficient:	Students can understand compound and complex sentences.
Intermediate:	Students can understand compound sentences.
Basic:	Students can understand simple sentences.
Emergent:	Students can understand simple words and phrases.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> Use correct grammar and punctuation to join simple sentences and create a complex sentence. 	

STANDARD ELP.6-8.R.3.3 Students can identify and analyze topic, main ideas, and supporting detail.	
Achievement Level	Achievement Descriptor
Proficient:	Students can identify and analyze topic, main ideas, and supporting detail.
Intermediate:	Students can identify topic and main ideas of simple texts.
Basic:	Students can identify topic with prompting.
Emergent:	Students can derive meaning from visual elements in text.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> Use a graphic organizer to identify main ideas and details. Outline main ideas of text. 	

INDICATOR 4: Students can access, analyze, synthesize, and evaluate informational texts.

STANDARD ELP.6-8.R.4.1 Students can read to obtain information.	
Achievement Level	Achievement Descriptor
Proficient:	Students can read to obtain information.
Intermediate:	Students can read to obtain simple information from text.
Basic:	Students can obtain information through visuals in text.
Emergent:	Students can understand environmental print.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Obtain information by reading various forms of print ie: newspaper, magazine, journal.• Read, represent, estimate and calculate decimals.	

DOMAIN: WRITING**GRADES: 6-8**

GOAL 1: The students will **produce written English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use appropriate organization for various purposes in writing across content areas to express ideas and information clearly.

STANDARD

ELP.6-8.W.1.1 Students can write texts at content level for personal, social and academic purposes.

Achievement Level	Achievement Descriptor
Proficient:	Students can write texts at content level for personal, social and academic purposes.
Intermediate:	Students can write simple texts for personal, social and academic purposes.
Basic:	Students can write simple sentences for personal, social and academic purposes.
Emergent:	Students can copy letters, words and text from a model.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Write journal entries.• Write friendly letters.• Describe and classify two-dimensional shapes using their properties and relationships.	

INDICATOR 2: Students can use various strategies and techniques to improve writing quality.

STANDARD	
ELP.6-8.W.2.1 Students can use strategies to improve the quality of writing including prewriting, rough draft, revising, editing, and publishing.	
Achievement Level	Achievement Descriptor
Proficient:	Students can use strategies to improve the quality of writing, including prewriting, rough draft, revising, editing, and publishing.
Intermediate:	Students can write a rough draft and revise.
Basic:	Students can use graphic organizers in prewriting.
Emergent:	Students can brainstorm simple thoughts and ideas.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Write report • Participate in peer review of a writing project. • Revise a draft for content and organization. 	

STANDARD	
ELP.6-8.W.2.2 Students can write multiple detailed sentences with varied structure.	
Achievement Level	Achievement Descriptor
Proficient:	Students can write multiple detailed sentences with varied structure.
Intermediate:	Students can write detailed simple sentences.
Basic:	Students can write simple sentences.
Emergent:	Students can copy words and simple sentences from a model.
Sample Activities to Demonstrate Progress: Write a narrative story. Write an essay. Explain in mathematical terms the sequence of steps used in solving problems.	

INDICATOR 3: Students can use appropriate mechanics, usage, and conventions of language.

STANDARD ELP.6-8.W.3.1 Students can write with accuracy, editing for grammar, mechanics and spelling.	
Achievement Level	Achievement Descriptor
Proficient:	Students can write with accuracy, editing for grammar, mechanics and spelling.
Intermediate:	Students can write so that errors rarely impede comprehension and edit with guidance for grammar, mechanics, and spelling.
Basic:	Students can spell and combine words with accuracy editing for capitalization and final punctuation.
Emergent:	Students can copy letters, words and text using correct letter form and word spacing.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Write and edit an essay (informative or persuasive paper) • Write and edit a narrative (short story). 	

DOMAIN: LISTENING**GRADES: 9-12**

GOAL 1: The students will **understand spoken English** to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use various listening and viewing strategies in social, academic, and occupational situations.

STANDARD ELP.9-12.L.1.1 Students can follow directions in order to perform multi-step tasks in social, academic, and occupational settings.	
Achievement Level	Achievement Descriptor
Proficient:	Students can follow directions in order to perform multi-step tasks in social, academic, and occupational settings.
Intermediate:	Students can follow directions in order to perform familiar multi-step tasks in social, academic, and occupational settings.
Basic:	Students can follow familiar two-step directions in order to perform in social, academic, and occupational settings.
Emergent:	Students can respond to a familiar single command.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Follow directions to set up a science lab activity with a partner.• Set up and run the school concession stand.• Follow employer's directions in a job shadowing situation.	

STANDARD

ELP.9-12.L.1.2 Students can understand oral communications in social, academic, and occupational settings.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand oral communications in social, academic, and occupational settings.
Intermediate:	Students can understand oral communications in social and academic settings.
Basic:	Students can understand oral communications in social settings.
Emergent:	Students can understand simple oral communications in familiar settings.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Class discussions over assigned reading and/or homework.• Complete assigned tasks in small groups.• Take a food order in a restaurant.	

STANDARD

ELP.9-12.L.1.3 Students can understand content area vocabulary and discourse in context.

Achievement Level	Achievement Descriptor
Proficient:	Students can understand content area vocabulary and discourse in context.
Intermediate:	Students can understand general content area vocabulary, discourse in context, and distinguish past, present, future tenses.
Basic:	Students can understand target vocabulary in simple sentences and vocabulary related to personal interests.
Emergent:	Students can understand vocabulary related to basic needs and basic classroom language, including isolated vocabulary.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Participate in classroom discussion related to an assigned topic.• Listen to class lecture to answer questions about content vocabulary.• Listen to audiotapes/CD to discuss content.	

STANDARD**ELP.9-12.L.1.4 Students can understand figurative speech, humor, idioms and slang.**

Achievement Level	Achievement Descriptor
Proficient:	Students can understand figurative speech, humor, idioms and slang.
Intermediate:	Students can recognize complex figurative speech, humor, idioms and slang.
Basic:	Students can understand commonly used figurative speech, humor, idioms, and slang.
Emergent:	Students can identify commonly used simple figurative speech, humor, idioms, and slang.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Tell jokes to the class.• Listen to jokes told by teacher or peers.• Respond to cartoons used in classroom discussion.• Explain a joke or cartoon to the teacher or peers.	

INDICATOR 2: Students can use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

STANDARD ELP.9-12.L.2.1 Students can use context clues to identify and understand key words, main ideas, and supporting details from auditory/visual sources.	
Achievement Level	Achievement Descriptor
Proficient:	Students can use context clues to identify and understand key words, main ideas, and supporting details from auditory/visual sources.
Intermediate:	Students can use context clues to identify key words, main ideas, and limited supporting details from auditory/visual sources.
Basic:	Students can identify basic key words and understand the main idea of simple topics and conversations.
Emergent:	Students can recognize key words in familiar phrases.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Interpret movies, videos, or audio media related to classroom content. • Identify transition words during a class lecture. • Complete graphic organizers while listening to a story. 	

STANDARD

ELP.9–12.L.2.2 Students can distinguish among fact, fiction, and opinions found in auditory/visual sources.

Achievement Level	Achievement Descriptor
Proficient:	Students can distinguish among fact, fiction, and opinions found in various auditory/visual sources.
Intermediate:	Students can distinguish among fact, fiction, and opinions found in familiar settings.
Basic:	Students can identify key words and phrases in order to recognize fact, fiction, and opinion.
Emergent:	Students can recognize key words and phrases in fact, fiction, and opinion.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Listen to candidate debates and form a response.• Listen to editorial opinion pieces in various media and form a response.• Listen for key words and phrases: i.e. "in my opinion", "it has been proven", "research shows", "I believe".• Explain a debate or editorial to the teacher.	

STANDARD

ELP.9-12.L.2.3 Students can evaluate auditory/visual sources for purpose, reliability, bias, and credibility.

Achievement Level	Achievement Descriptor
Proficient:	Students can evaluate auditory/visual sources for purpose, reliability, bias, and/or credibility.
Intermediate:	Students can analyze limited auditory/visual sources for purpose, reliability, bias or credibility.
Basic:	Students can recognize that auditory/visual sources have different purpose and levels of credibility and reliability.
Emergent:	Students can recognize key words from auditory/visual sources relating to purpose, reliability, and credibility.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Listen to editorials or opinion pieces read by the teacher to determine writer's attitude and beliefs.• Listen to a presidential address.• Listen to evening news.• Listen to commercials.	

DOMAIN: SPEAKING**GRADES: 9-12**

GOAL 1: The students will **produce spoken English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use appropriate structure and sequence to express ideas and convey information.

STANDARD

ELP.9-12.S.1.1 Students can express needs, preferences, and opinions of self and others.

Achievement Level	Achievement Descriptor
Proficient:	Students can express needs, preferences, and opinions of self and others.
Intermediate:	Students can express needs, preferences, and opinions of others.
Basic:	Students can express personal needs, preferences, and opinions.
Emergent:	Students can express simple personal needs and preferences.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Ask for assistance with an assignment.• Explain why homework is not completed.• Respond to classroom conversation with peers and teacher.• Explain likes and dislikes about school lunches.	

STANDARD**ELP.9-12.S.1.2 Students can ask and answer appropriate questions.**

Achievement Level	Achievement Descriptor
Proficient:	Students can ask and answer appropriate questions.
Intermediate:	Students can ask and answer uncomplicated questions.
Basic:	Students can ask and answer simple, routine questions.
Emergent:	Students can repeat a simple, routine question or answer.

Sample Activities to Demonstrate Progress:

- Ask and answer questions to clarify an assignment.
- Respond to conversational questions about personal activities; i.e., "how was play practice last night?".
- Ask questions to take care of personal needs.

STANDARD**ELP.9-12.S.1.3 Students can give all types of directions.**

Achievement Level	Achievement Descriptor
Proficient:	Students can give all types of directions.
Intermediate:	Students can give uncomplicated directions.
Basic:	Students can give simple, one-two word directions.
Emergent:	Students can repeat a simple, routine instruction.

Sample Activities to Demonstrate Progress:

- Explain how to get from home to school.
- Explain how to complete the homework assignment.
- Explain steps to go out for a school sport.

INDICATOR 2: Students can use appropriate language and presentation style for formal and informal situations.

STANDARD ELP.9-12.S.2.1 Students can participate in and initiate conversations and discussions.	
Achievement Level	Achievement Descriptor
Proficient:	Students can participate in and initiate conversations and discussions.
Intermediate:	Students can participate in simple discussions and conversations.
Basic:	Students can participate in limited and guided conversations and discussions.
Emergent:	Students can respond to routine classroom questions and limited social exchanges.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Greets teacher or peers when entering the classroom. • Discuss opinion of a movie. • Discuss how to solve a math problem. 	

STANDARD

ELP.9-12.S.2.2 Students can use vocabulary to express ideas clearly in formal and informal situations.

Achievement Level	Achievement Descriptor
Proficient:	Students can use vocabulary to express ideas clearly in formal and informal situations.
Intermediate:	Students can use limited content area and general vocabulary to express ideas in formal and informal situations.
Basic:	Students can use high frequency vocabulary to express ideas in formal and informal situations.
Emergent:	Students can repeat common everyday words to express ideas in formal and informal situations.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Explain how to solve a math problem.• Summarize the plot of a story.• Participate in conversation in the cafeteria.	

GOAL 1: The students will **understand written English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can recognize and analyze words.

STANDARD

ELP.9-12.R.1.1 Students can use context clues to decode words and to determine meaning.

Achievement Level	Achievement Descriptor
Proficient:	Students can use context clues to decode words and to determine meaning.
Intermediate:	Students can use context clues to decode words and to determine meaning in selected text.
Basic:	Students can recognize high frequency words.
Emergent:	Students can identify letters and associated sounds.

Sample Activities to Demonstrate Progress:

- Find the word or phrase in a passage that explains the meaning of the targeted vocabulary word.
- Identify prefixes and suffixes to determine word meanings in the text; for example, highlighting the words in a handout or matching words to phrases.
- Use vocabulary in an original sentence.
- Identify word meanings from visual clues; for example, pictures, diagrams, charts.

INDICATOR 2: Students can comprehend and fluently read text.

STANDARD ELP.9-12.R.2.1 Students can use multiple strategies to comprehend text.	
Achievement Level	Achievement Descriptor
Proficient:	Students can use multiple strategies to comprehend text.
Intermediate:	Students can use limited strategies to comprehend text.
Basic:	Students can use visual elements to support meaning.
Emergent:	Students can relate visuals to text.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Highlight main ideas and supporting details in content texts.• Use post-it notes to develop personal questions about the text being read.• Use graphic organizers; for example, webbing, t-charts, or Venn diagram.	

STANDARD**ELP.9-12.R.2.2 Students can identify main ideas and supporting details in content area text.**

Achievement Level	Achievement Descriptor
Proficient:	Students can identify main ideas and supporting details in content area text.
Intermediate:	Students can identify main idea and limited supporting details in content area text.
Basic:	Students can identify main idea and a few details of simple, informational and narrative text.
Emergent:	Students can comprehend words and basic sentences.

Sample Activities to Demonstrate Progress:

- Create an outline from the reading.
- Make predictions from the text.
- Answer "what if" questions about the reading.
- Fill in missing words or phrases on a graphic organizer.

STANDARD**ELP.9-12.R.2.3 Students can read for social and academic purposes.**

Achievement Level	Achievement Descriptor
Proficient:	Students can read for social and academic purposes.
Intermediate:	Students can read for a specific purpose to obtain information.
Basic:	Students can comprehend short and simple texts.
Emergent:	Students can recognize that printed material brings knowledge.

Sample Activities to Demonstrate Progress:

- Read email and text messages.
- Complete textbook reading assignments independently.
- Daily independent reading time - free choice - novels, newspapers, magazines, et. al.

INDICATOR 3: Students can apply knowledge of text structures and organizational features.

Standard ELP.9-12.R.3.1 Students can use text structures and organizational features to comprehend content area text.	
Achievement Level	Achievement Descriptor
Proficient:	Students can use text structures and organizational features to comprehend content area text.
Intermediate:	Students can demonstrate limited use of text structures and organizational features.
Basic:	Student can identify basic text structures and organizational features.
Emergent:	Student can understand that text has organization and structure.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Textbook scavenger hunt to introduce the text.• Create vocabulary list from highlighted words in text.• Locate key ideas from graphics in text.	

INDICATOR 4: Students can access, analyze, synthesize, and evaluate informational texts.

Standard ELP.9-12.R.4.1 Students can locate sources and select information for a topic.	
Achievement Level	Achievement Descriptor
Proficient:	Students can locate sources and select information for a topic.
Intermediate:	Students can locate and select information for a topic with guidance.
Basic:	Students can identify basic sources of information.
Emergent:	Students can recognize that text brings knowledge.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none"> • Compare use of print and internet resources for research. • Use library resources to research a given topic. • Create a list of references (bibliography) for researched topic. 	

STANDARD

ELP.9-12.R.4.2 Students can analyze sources in order to determine reliability and credibility.

Achievement Level	Achievement Descriptor
Proficient:	Students can analyze sources in order to determine reliability and credibility.
Intermediate:	Students can analyze sources with guidance in order to determine reliability and credibility.
Basic:	Students can recognize that there is a difference between fact and fiction.
Emergent:	Students can understand that text brings knowledge.

Sample Activities to Demonstrate Progress:

- Compare printed resources; eg. National Inquirer versus National Geographic.
- Use copyright dates of publications to determine relevance of data.
- Compare electronic sources for accuracy of information; eg., .com, .edu, .org.

STANDARD

ELP.9-12.R.4.3 Students can evaluate text and organize information into a logical sequence.

Achievement Level	Achievement Descriptor
Proficient:	Students can evaluate text and organize information into a logical sequence.
Intermediate:	Students can evaluate text and organize information into a logical sequence with guidance.
Basic:	Students can identify basic organization of text.
Emergent:	Students can understand that text may have organization.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Match dates to events.• Put information in assigned sequence, eg., order of importance, chronological, spatially.• Read a story/paragraph out of sequence and reorganize the sequence.	

DOMAIN: WRITING**GRADES: 9-12**

GOAL 1: The students will **produce written English** appropriately to participate in informal (social) and formal (academic) contexts.

INDICATOR 1: Students can use appropriate organization for various purposes in writing across content areas to express ideas and information clearly.

STANDARD ELP.9-12.W.1.1 Students can write for social and academic purposes.	
Achievement Level	Achievement Descriptor
Proficient:	Students can write for social and academic purposes.
Intermediate:	Students can write for social and academic purposes with classroom support.
Basic:	Students can use general vocabulary to write short narrations and descriptions with simple sentences.
Emergent:	Students can write a variety of letters and high frequency words.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Write a letter to a friend or relative.• Write an email to a friend or relative.• Take notes during a class lecture.• Write steps for solving an equation.• Complete a graphic organizer.	

STANDARD

ELP.9-12.W.1.2: Students can write multiple sentences to express ideas and information on a single topic.

Achievement Level	Achievement Descriptor
Proficient:	Students can write multiple sentences to express ideas and information on a single topic.
Intermediate:	Students can write multiple sentences to express ideas and information on a single topic with extensive classroom support.
Basic:	Students can write simple sentences to express ideas and information with extensive classroom support.
Emergent:	Students can write their personal information.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Write a summary of a passage.• Write a lab report.• Write a personal reaction to a piece of literature or an editorial.• Create an autobiography.	

STANDARD**ELP.9-12.W.1.3: Students can arrange ideas and information in a logical sequence.**

Achievement Level	Achievement Descriptor
Proficient:	Students can arrange ideas and information in a logical sequence.
Intermediate:	Students can arrange ideas and information in a logical sequence with classroom support.
Basic:	Students can compose simple sentences to express basic ideas with classroom support.
Emergent:	Students can write left to right and top to bottom.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Create a written timeline to match dates to events.• Put information in assigned sequence, eg., order of importance, chronological, spatially.• Read a story/paragraph out of sequence and rewrite in correct sequence.	

INDICATOR 2: Students can use various strategies and techniques to improve writing quality.

STANDARD ELP.9-12.W.2.1 Students can use strategies to improve the quality of writing.	
Achievement Level	Achievement Descriptor
Proficient:	Students can use strategies to improve the quality of writing.
Intermediate:	Students can use strategies with classroom support to improve the quality of writing.
Basic:	Students can use one strategy with classroom support to improve the quality of writing.
Emergent:	Students can express simple thoughts and ideas with teacher assistance.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Students peer edit each other's work.• Revise for word choice.• Revise for sentence structure and/or paragraph development.	

INDICATOR 3: Students can use appropriate mechanics, usage, and convention of language.

STANDARD ELP.9-12.W.3.1 Students can use standard writing conventions to express ideas and information	
Achievement Level	Achievement Descriptor
Proficient:	Students can use standard writing conventions to express ideas and information.
Intermediate:	Students can use limited standard writing conventions to express ideas and information.
Basic:	Students can produce basic writing conventions with classroom support.
Emergent:	Students can copy simple examples of writing conventions.
Sample Activities to Demonstrate Progress: <ul style="list-style-type: none">• Students peer edit each other's work.• Find and correct the errors in newspaper articles.• Self-edit written work for spelling, punctuation, and grammar.	